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| **Always, Sometimes, Never**Give the children a statement and then ask whether it is always, sometimes or never true. | **Another, Another, Another**Give the children a statement and ask them to give you examples that meet the statement. Then ask for another example, and another… | **Convince Me**Make a statement to the children and ask them to decide whether it is accurate or not, then explain their reasoning to convince you. |
| **Hard Easy**Ask the children to give you an example of a ‘hard’ and ‘easy’ answer to a question, explaining why one if ‘hard’ and the other ’easy’. | **If this is the answer, what’s the question?**Give the children an answer and ask them to come up with as many questions as possible that could have the answer. | **Maths Stories**Give the children a number, geometry concept or measure and ask them to write its ‘story’, that is as much as they know or can work out. |
| **Odd One Out**Give the children a set of three or more numbers or statements and ask them to identify which number/statement is the odd one out and why. | **Peculiar (strange), Obvious, General**Ask the children to give a peculiar, obvious and if they are able, general, example of a statement. | **Silly Answers**Ask the children to give you a ‘silly’ answer to a question and explain why it is a silly answer. |
| **What do you notice?**Ask the children, ‘What do you notice?’ about a number, set of numbers, shape or mathematical statement. | **What else do we know?**Give the children an ‘If…’ statement, e.g. if 2+ 8 = 10, ask them what else they know based on this statement.  | **What’s the same? What’s different?**Give the children at least two statements, objects or numbers and ask them to compare them by asking, ‘What’s the same? What’s different?’ |
| **Zooming in**Ask the children to give you an example that fits with a given criteria (e.g. an odd number) and then ‘zoom in’ to give further criteria which their number has to fit (e.g. an odd number which is also greater than 10). |